

Promoting Growth and Quality in Idaho's Charter Schools

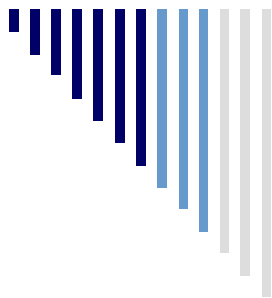
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Idaho State Department of Education
Idaho Charter School Summit
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What are Charter Schools?

Like all public schools....

- Free and open to all students
- Non-selective
- Part of the public education system
- Funded according to the per pupil funding formula
- Participate in statewide assessment
- Comply with all federal and state laws



Charter Schools are Public Schools

Unlike other public schools...

- Created by application to district/Commission
- Non-profit corporation
- Entrepreneurial and reform oriented by design
- Provide more than “participation” to parents
- Assume all children learn differently



Charter Schools are Public Schools

- They have received bi-partisan support from policy makers in the state and in the nation
 - They have been operating in Idaho for a decade
 - They have been operating nationally since 1991
 - There are public charter schools in many countries: UK, Sweden, Australia, New Zealand, Argentina, Chili, Qatar...
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What are Charter Schools?

Catalysts for Change....

- Provide new venue for new skills and mindsets
 - Establish learning laboratories
 - Promote value of “starting fresh”
 - Create power of “ownership”
 - Bring outside resources into the system: money, time, community connections
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How Do LEAs Use Chartering to Promote Quality?

Drive changes in instruction and learning environment....

- Create small schools (Chicago)
- Meet needs of specific groups of students: program focus, learning style, special needs (Miami Dade)
- Encourage different and innovative educational programs or teaching methods (NYC)



How Do LEAs Use Chartering to Promote Quality?

Meet new federal and state requirements:

- Provide choices required under NCLB
- Deal with chronically underperforming schools



How Do LEAs Use Chartering to Promote Quality?

Tap into educators' motivations:

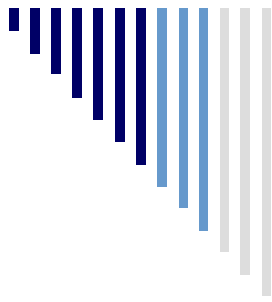
- Increase commitment and effort through “ownership”
- Give great principals and teachers the chance to thrive



A Need for Education Entrepreneurs

Changing Policy Environment

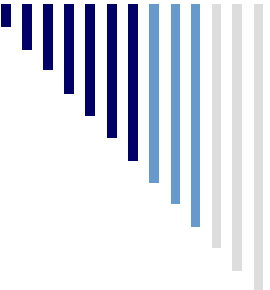
- Moved from a public education policy based on inputs: \$\$, hours, numbers served
- Moved to public policies based on results: skills achieved, content mastered, graduation and college attainment



A Need for Education Entrepreneurs

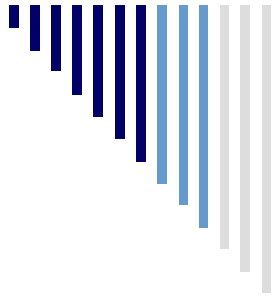
Changing Expectations

- Workplace demands of post industrial economy
- Parental demands for innovative new approaches
- Civil rights and changing perceptions regarding serving all children well



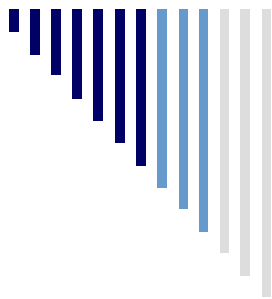
Principles of an Entrepreneurial School

- **Responsive to changes** in the needs of students, families and communities
- **Customer-oriented:** focused first and foremost on the needs of students
- **Performance-driven:** assessment and adjustment of goals and resources based on progress
- **Constantly learning:** as soon as one level of performance is achieved, the next target becomes clear
- **Culture of meritocracy:** use success to inform practice; reward for efforts



Support Needed: Human Capital

- Entrepreneurial executive experienced in starting and scaling up new education organizations
- Hybrid planning team with skills across the business, nonprofit, and public sectors.
- Strong board of directors: venture building board rather than a “friends and family” board



Support Needed: Intellectual Capital

- Investors who contribute experience
- Consulting firms, evaluators, think tanks, policymakers who inform growth strategies, evaluate, research, disseminate
- Support for system level improvements: strategic communication, informing policy makers, spinning off new organizations.



Support Needed: Financial Capital

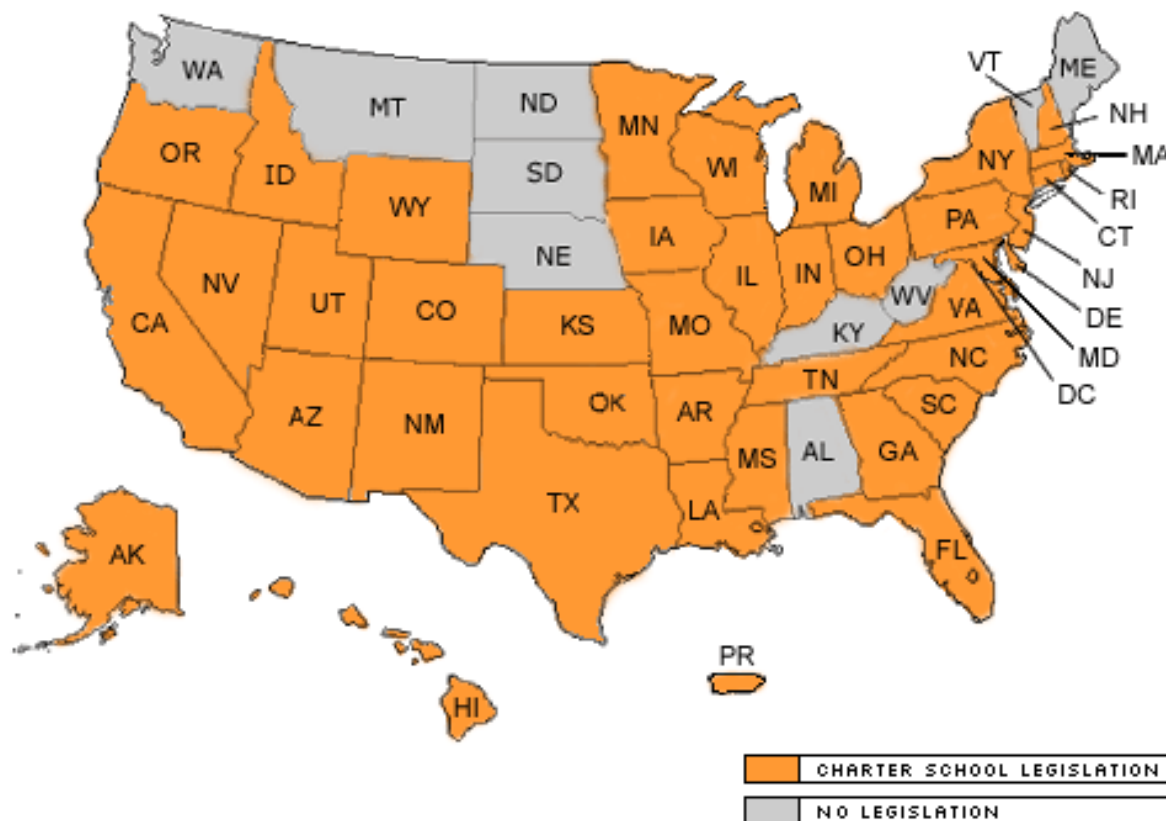
- **Startup Capital** – venture philanthropy, individual donors, foundations
- **Growth Capital** – more complex, few are willing to sustain an organization as it grows
- **Sustaining Capital** – for profit organizations can bring in financial resources through earned income—not so for non-profits



An Overview: National Policy Environment

- Minnesota passed the first charter law in 1991
- 25 states plus DC have state-imposed caps on charters either number per year, total operating or both.
- Average per-pupil charter funding is 78% of non-charters
- 127 charter schools are authorized by alternative authorizers--non-local school districts
- 28 states offer some form of facilities assistance for charter schools

States with Charter Legislation



Source: *State of Charter Movement 2005: Trends Issues and Indicators*, Greg Vanourek. National Alliance for Public Charter Schools 2006



National Charter School Growth

- 3,600 charter schools launched 1990's
- Over 400 charter schools opened in the 2005-06
- 13% increase from previous years
- 38% of charter schools are located in Arizona, Florida, California
- Charter schools hold 2% of the market share nationally
- Highest in a single state: Arizona (8%)
- Highest in a single city: New Orleans (80-90%)



National Charter Students

- Over 1 million students are enrolled in charter schools
- The enrollment of minority and low income students has been increasing in charter schools.
- 58% of charter students are minority
(45% in non-charters)
- 52% of charter students are eligible for FRL
(40% in non-charters)
- 11% of charter students qualify for SPED assistance
(13% in non-charters)
- 12% of charter students are English language learners
(11% in non-charters)



Nation: Performance and Accountability

- 64% of charter schools made adequate yearly progress (73% in non-charters)
- In 19 (of 35) states the % of charters making AYP exceeds the % of all public schools making AYP
- Charter students scoring proficient or advanced on 2005 NAEP
 - 28% 4th Reading (30% in non-charters)
 - 29% 4th Math (35% in non-charters)
 - 24% 8th Reading (29% in non-charters)
 - 21% 8th Math (29% in non-charters)



An Overview: Idaho Policy Environment

- Idaho's charter law passed in 1998
- Idaho has a cap of 6 new charter schools per year.
- Idaho charter schools bring in \$638 less total revenue per enrolled student.
- 16 charter schools are district-authorized. 14 are Commission authorized
- Idaho state charter law authorizes a charter board to borrow to finance the purchase of facilities—but does not provide any bonding authority.

Idaho Charter Schools

NORTHERN IDAHO:

- 1 Sandpoint Charter School (90)
- 2 Coeur d'Alene Charter Academy(420)
- 3 Idaho Distance Education Academy (1000)
- 4 Moscow Charter School (135)

CENTRAL IDAHO:

- 5 Idaho Virtual Academy*v (1750)
- 6 Idaho Leadership Academy (150)
- 13 Richard McKenna High School*v (248)
- 15 Upper Carmen Public Charter School (26)

EASTERN IDAHO:

- 12 Blackfoot Community Learning Center (100)
- 7 White Pine Charter School (314)
- 7 Taylor's Crossing Public Charter School*
- 14 Pocatello Community Charter School (296)
- 14 The Academy at Roosevelt Center* (225)
- 18 ARTEC Charter School (200)
- 18 Xavier Charter School*^

SOUTHWEST IDAHO:

- 8 Thomas Jefferson Charter School (270)
- 8 Vision Public Charter School^
- 9 North Star Charter School (265)
- 9 Meridian Charter High School (191)
- 9 Meridian Medical Arts Charter School (196)
- 9 COMPASS Charter School* (233)
- 9 Garden City Community Charter School* (97)
- 9 Rolling Hills Charter School* (227)
- 10 Liberty Charter School* (403)
- 10 Victory Charter School* (270)
- 10 Idaho Arts Charter School (515)
- 11 ANSER Charter School (214)
- 11 Hidden Springs Charter School (397)
- 16 INSPIRE Connections Academy*v (146)
- 17 Falcon Ridge Charter School* (270)





Idaho Charter Growth

- Charter schools continue to grow at a modest pace.
- 2 charter schools opened in 2007; 2 new charters will open in 2008:
- Charter schools represent 4% of the student market share
- 30 charter schools serve over 10,000 students. Another 6000 students are on waiting lists.
- 44% of charter students are in the Treasure Valley



Idaho Charter Students

10,000 students are enrolled in Idaho charter schools

- 7% of charter students are minority (18%)
- 8% of charter students FRL (38%)
- 5% of charter students require special education (9%)
- Less than 1% of charter students are English language learners (6%)

On the average, Idaho's charter schools serve fewer educationally disadvantaged children; however, there are individual schools that have significantly higher rates than the Idaho average.



Idaho Performance and Accountability : ISAT

ISAT 2006-2007 Comparison				
Year	Test	Charter Proficient	Non-Charter Proficient	Difference
2007	Reading	87.76%	80.60%	+7.16%
2007	Math	79.69%	76.93%	+2.76%
2007	Language Arts	74.45%	64.37%	+10.08%



Idaho Performance and Accountability: IRI

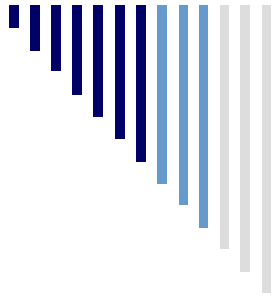
IRI 2006-2007 Comparison				
Term	Grade	Charter Proficient	Non Charter Proficient	Difference
spring	0	78.58%	80.44%	-1.85%
spring	1	73.06%	71.22%	+1.83%
spring	2	70.74%	70.72%	+0.02%
spring	3	75.13%	66.04%	+9.09%



Idaho Performance and Accountability: DMA and DWA

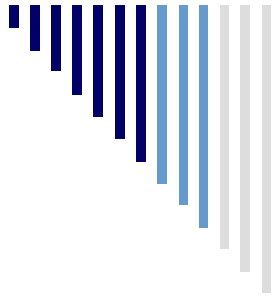
DMA/DWA 2006-2007 Comparison				
Grade	Test	Charter Proficient	Non-Charter Proficient	Difference
04	DMA	72.95%	67.87%	+5.08%
06	DMA	54.57%	43.66%	+10.91%
08	DMA	63.60%	57.40%	+6.20%
05	DWA	77.42%	74.41%	+3.00%
07	DWA	78.93%	75.15%	+3.79%
09	DWA	82.38%	76.82%	+5.56%

Source: State Department of Education, 2007



Overview, Context and Challenges

- What is Idaho's vision for creating and sustaining high quality charter schools and is this vision well-articulated and shared?
- What steps are being taken to achieve this vision and successfully communicate it with stakeholders such as students, parents, charter support organizations, advocacy groups and policy makers?



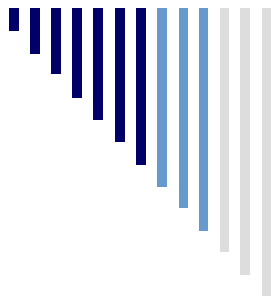
Vision for Idaho Charter Schools

- Promote the growth and development of quality charter school programs focused on high achievement for all students.
- Develop a statewide charter school public awareness campaign to increase understanding of the charter school model.



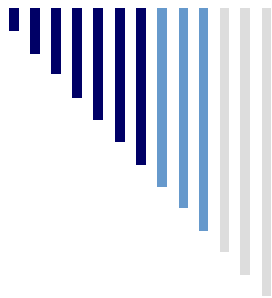
Charter School Leadership Council

- Networking: Collaborate with Idaho's charter school leaders and statewide organizations committed to develop an action plan to promote quality among Idaho's charter schools.
 - Growth: Develop and support quality educational options for all of Idaho's children. Identify opportunities for the future.
 - Messaging: Clarify and extend understanding of public charter schools and the opportunities they offer.
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The “Second Generation” of Idaho Charter Schools

- Map waiting lists to assess the profile of the unmet need and the demand by student age, SES, geographic area and type of charter and create a plan to focus resources to respond to these needs.
- Map areas of the state to identify regions that have higher populations of underserved students and/or high priority schools requiring restructuring under NCLB.



New School Development Program: Charter Start

The SDE is working in partnership with the Idaho Charter School Network to develop a new school development program that will provide guidance for developing a high quality charter school.

- Quality and accountability
- Assessment and data management
- Leadership/organizational structure/capacity building
- Business management
- Instructional design and curriculum development
- Legal review, governance
- Charter contract negotiations
- Facilities planning and financing



Charter School Support Grant

- Promote the development of high quality charter school petitions in order to increase the number of quality achievement for all students
 - Evaluate the effects of Idaho charter schools on students, student achievement and parents
 - Increase the number of charter schools focusing student achievement on underserved populations of students.
 - Use dissemination funds to promote replication of best practices of high performing charter schools with demonstrated success at promoting student achievement.
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Charter School Quality Indicators

- SDE has contracted with the Northwest Regional Education Lab to complete a ten-year landmark study of Idaho's charter schools.
 - A steering committee including educators, policy makers, and community members is defining the scope of the project.
 - The project, which should be complete in September 2008, will support long-range planning for quality and sustainability.
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